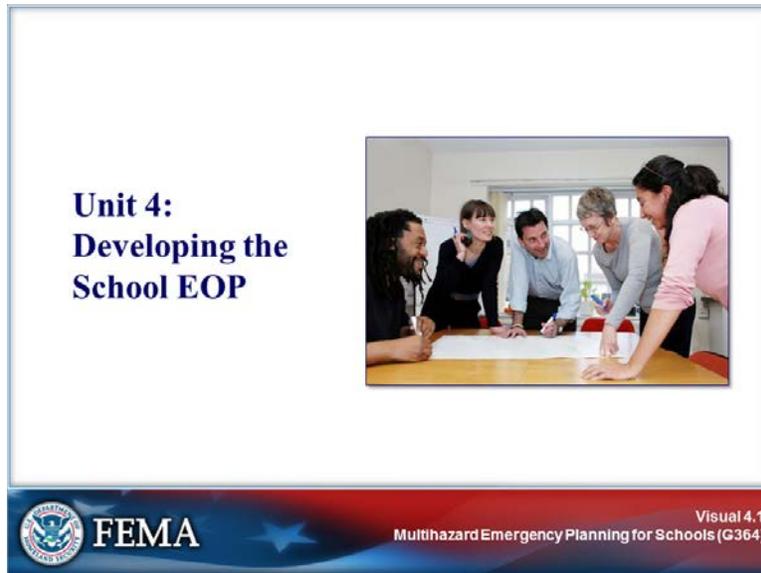

**UNIT 4. DEVELOPING THE SCHOOL
EMERGENCY OPERATIONS PLAN**

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UNIT INTRODUCTION

Visual 4.1



Key Points

This unit provides an overview of the basic plan components as well as the plan review, approval, and dissemination process. You will have opportunities to review and/or enhance your existing EOP or develop an EOP.

UNIT INTRODUCTION

Visual 4.2

Unit Objectives

- Determine goals for the school EOP based on identified threats and hazards.
- Review, develop, and enhance the basic plan components of the school EOP.
- Identify the steps to review, approve, and disseminate the school EOP.



The slide footer features the FEMA logo on the left, the text 'FEMA' in the center, and 'Visual 4.2' and 'Multihazard Emergency Planning for Schools (G364)' on the right, all set against a red and blue background with a star.

Key Points

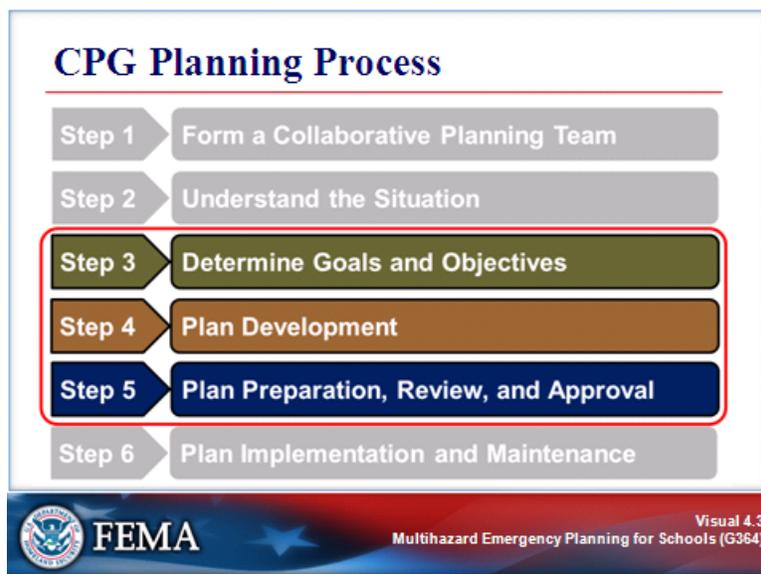
The basic plan portion of a school's EOP serves as an overview of the school's preparedness and response strategies.

At the end of this unit, you will be able to:

- Determine goals for the school EOP based on identified threats and hazards.
- Review, develop, and enhance the basic plan components of the school emergency operations plan (EOP).
- Identify the steps to approve and disseminate the school EOP.

PLANNING PROCESS

Visual 4.3



Key Points

Earlier units in this course described the first steps in the CPG 101 planning process: forming the planning team and understanding the situation (threats, hazards, and vulnerabilities).

This unit will review the next three steps in the planning process:

- Determine goals and objectives.
- Develop the plan (identify courses of action).
- Prepare, review, and approve the plan.

The focus of this unit is the basic plan that is the basis of the school EOP; subsequent units will present information on the preparation of the annexes.

Use the Action Item Worksheet to help track and organize notes on the elements of your existing school EOP's basic plan based on information presented in this and the following units.

PLANNING PROCESS

Visual 4.4

Determine Goals & Objectives

Step 3 Determine Goals and Objectives

- **Goals are broad, general statements that indicate the intended solution to problems identified by planners during the previous step.**
- **Objectives are more specific and identifiable actions carried out during the operation.**

FEMA
Visual 4.4
Multihazard Emergency Planning for Schools (G364)

Key Points

In step 3, the planning team decides which threats, hazards, and vulnerabilities will be addressed in the school EOP. Once this decision is made, the planning team develops goals and objectives to address those threats, hazards, and vulnerabilities.

- **Goals** are broad, general statements that indicate the desired outcome in response to the threat, hazard, or vulnerability. The goals represent what personnel and other resources are supposed to achieve.
- **Objectives** are more specific and identifiable actions. Objectives lead to achieving goals and determining the actions that must be accomplished. Translating objectives into activities, implementing procedures, or operating procedures is part of planning.

By establishing goals and objectives for your school EOP, you should be able to:

- Establish metrics to help measure planning effectiveness.
- Identify priorities to be addressed by the planning team.
- Determine resources needed before, during, and after an incident.
- Identify when elements of the response are complete and when the operation is successful.

Just as with academic goals, school EOP goals and objectives should be **measurable**, **actionable**, and have a set **timeline** for completion.

The outcome of step 3 is at least three goals (i.e., before, during, and after) for each threat, hazard, or vulnerability, as well as objectives for each goal.

PLAN DEVELOPMENT

Visual 4.5

Plan Development

Step 4 Plan Development

Generate, compare, and select possible courses of action to achieve your goals and objectives.

- **What goals and objectives are supported?**
- **Is the course of action feasible?**
- **Is the course of action acceptable to stakeholders needed to implement it?**

FEMA Visual 4.5
Multihazard Emergency Planning for Schools (G364)

Key Points

In step 4, Plan Development, the planning team identifies courses of action for accomplishing each of the goals and objectives from step 3.

Courses of action. Courses of action identify for each threat, hazard, or vulnerability: what, who, when, where, why, and how. Courses of action include criteria for determining how and when each response will be implemented under a variety of circumstances. Subsequently, the planning team develops response protocols to support these efforts. Courses of action are typically developed by:

- Depicting a scenario based on the threats, hazards, and vulnerabilities.
- Determining the amount of time available to respond.
- Identifying decision points that indicate when leaders anticipate making decisions.
- Developing courses of action to achieve the goals and objectives by answering the following questions:
 - What is the action?
 - Who is responsible for the action?
 - When does the action take place?
 - How long does the action take and how much time is actually available?
 - What has to happen before? What happens after?
 - What resources are needed to perform the action?
 - How will this action affect specific populations?
- Selecting the courses of action based on cost and benefit comparison.

PLAN DEVELOPMENT

Visual 4.5 (Continued)

Planning for specific populations. Plans must comply with the Americans with Disabilities Act. Among other things, school emergency plans must address the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities (e.g., interpreters, captioning, and accessible information technology); ensure individuals with disabilities are not separated from service animals and assistive devices, and can receive disability-related assistance throughout emergencies (e.g., assistance with activities of daily living, administration of medications); and comply with the law's architectural and other requirements. (Information about the Americans with Disabilities Act (ADA) is available at <http://www.ada.gov>.)

Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response. Plans must comply with applicable legal requirements on language access, including:

- Title VI of the Civil Rights Act of 1964.
- Title VI regulation of the Civil Rights Act of 1964.

Alternative solutions. When developing the plan, consider developing several alternative solutions for each identified hazard. One solution may speed the planning process but could provide an inadequate response, leading to more damaging effects on the school community and/or property.

PLAN DEVELOPMENT

Visual 4.6

Plan Preparation, Review & Approval

Step 5 Plan Preparation, Review, and Approval

- Write the school EOP using the courses of action.
- Review the school EOP.
- Obtain official approval of the plan.
- Disseminate the school EOP to community partners.

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Visual 4.6
Multihazard Emergency Planning for Schools (G364)

Key Points

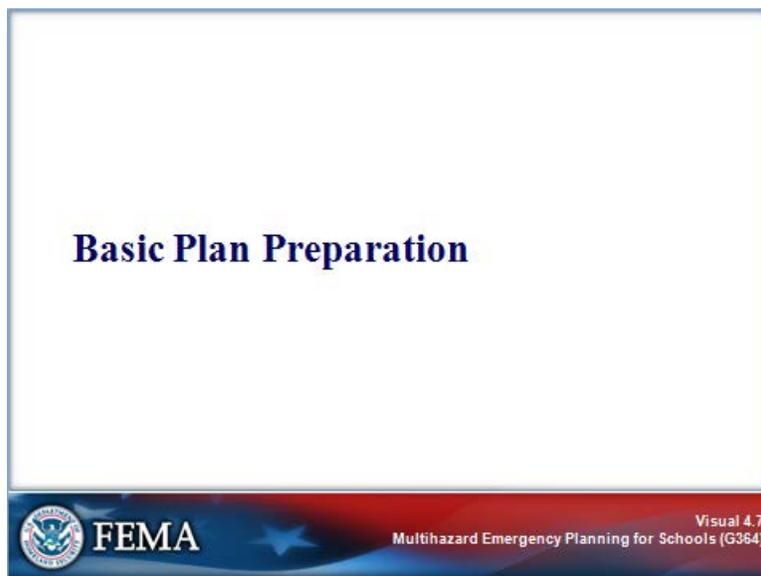
Once your planning team has determined the goals, objectives, and courses of action, it is time to start writing the school EOP.

In step 5 of the planning process, the planning team develops a draft of the school EOP using the courses of action identified in step 4.

This process typically involves developing an initial draft of the basic plan, functional annexes, and threat/hazard/incident-specific annexes and then working through successive drafts until the final draft is created. The final draft is circulated for review to obtain comments for improvement. When finalized, the plan is submitted for approval and disseminated.

BASIC PLAN PREPARATION

Visual 4.7

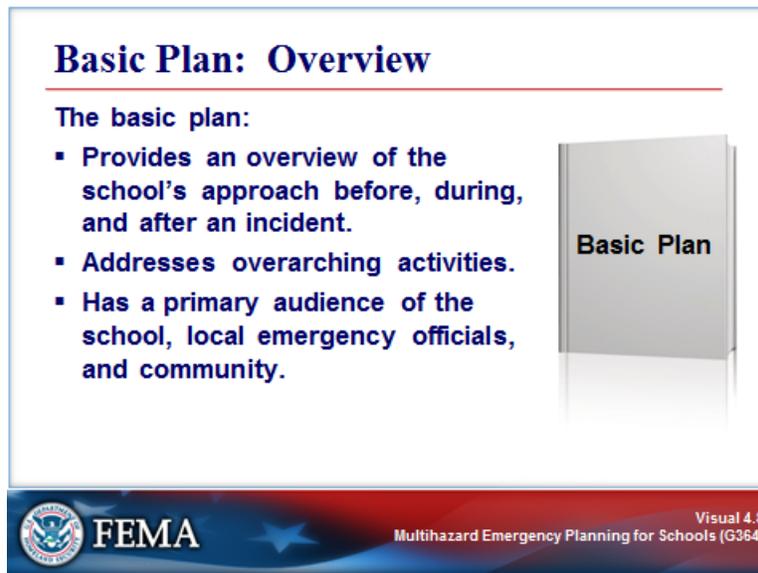


Key Points

This section of the unit will describe what to include in the basic plan portion of the EOP as outlined in CPG 101.

BASIC PLAN PREPARATION

Visual 4.8



Basic Plan: Overview

The basic plan:

- Provides an overview of the school's approach before, during, and after an incident.
- Addresses overarching activities.
- Has a primary audience of the school, local emergency officials, and community.

Basic Plan

FEMA
Visual 4.8
Multihazard Emergency Planning for Schools (G364)

Key Points

As described in Unit 2, the school EOP consists of three components: basic plan, functional annexes, and threat/hazard/incident-specific annexes.

- The basic plan:
 - Provides an overview of the school's approach to operations before, during, and after an incident.
 - Addresses the overarching activities the school undertakes regardless of the threat or hazard.
 - Has a primary audience of the school, local emergency officials, and the community (as appropriate).
- Functional annexes detail goals, objectives, and courses of action for functions that apply across threats and hazards.
- Threat/hazard/incident-specific annexes detail goals, objectives, and courses of action for a particular threat, hazard, or incident type.

Key point: The basic plan is a vital component of a school's EOP. Through a thoughtfully developed basic plan, a school will be able to gain an understanding of threats/hazards that might be faced, use agreed upon terminology, and have clarity in roles and responsibilities.

BASIC PLAN PREPARATION

Visual 4.9

Writing and Organization Strategies

- Keep language simple and clear.
- Provide appropriate detail.
- Create procedural documents to summarize important information.
- Develop accessible tools.
- Ensure that your school EOP is:
 - Organized.
 - Sequenced correctly.
 - Consistent.
 - Adaptable and compatible.



FEMA
Visual 4.9
Multihazard Emergency Planning for Schools (G364)

Key Points

Identifying the necessary sections and content is only one part of writing the school EOP. Plans must also be written to be user-friendly. School administrators and staff are more likely to use a plan when information is logically organized and easy to read. When writing the school EOP:

- **Keep the language simple and clear:**
 - Write in plain English.
 - Avoid jargon and minimize the use of acronyms.
 - Use short sentences and the active voice.
- **Provide detail that is appropriate to the target audience and the likelihood of the situation.** Provide guidance for carrying out common tasks as well as enough insight into intent and vision so that responders can handle unexpected events. Plans written for schools with high staff turnover may require additional detail.
- **Create procedural documents to summarize important information and provide the fine detail for staff.** Examples of procedural documents include small maps, flowcharts, or checklists of procedures developed specifically for teachers to use during an incident.
- **Develop accessible tools and documents.** Use appropriate auxiliary aids and services necessary for effective communication, such as accessible Web sites, digital text that can be converted to audio or braille, text equivalents for images, and captioning of any audio and audio description of any video content.

BASIC PLAN PREPARATION

Visual 4.9 (Continued)

Ensure that the school EOP is:

- **Organized.**
 - Can users find what they need?
 - Is all the information relevant?
 - Is the plan formatted clearly?
 - Is its content presented clearly?

- **Sequenced correctly.**
 - Can users understand the rationale for the sequencing?
 - Are users able to scan for information they need?

- **Consistent.**
 - Does each section use the same logical progression, or do users have to reorient themselves?

- **Adaptable and compatible.**
 - Is the information easy to use during unanticipated situations?
 - Can the information be applied or adapted to effectively respond to each unique situation?
 - Does the format promote or hinder coordination with local response agencies and personnel?

BASIC PLAN: THE BIG PICTURE

Visual 4.10



Key Points

Elements of a basic plan, as outlined in CPG 101, are listed below.

- **Introductory Material** includes a cover page, promulgation document/signature page, approval and implementation page, record of changes, record of distribution, and a table of contents.
- The **Purpose, Scope, Situation Overview, and Assumptions** section provides a rationale for the school EOP.
- The **Concept of Operations, or CONOPS**, clarifies the school's overall approach to an emergency and identifies specialized response teams and/or unique resources needed to respond to an incident.

We will begin with these first three elements. Together these elements summarize the “**big picture**” or the overall purpose and approach of the plan.

- **Organization and Assignment of Responsibilities** provides an overview of the broad roles and responsibilities of school staff, families, guardians, and community partners.
- **Direction, Control, and Coordination** describes the framework for all direction, control, and coordination activities between schools, local fire, law enforcement, and emergency managers.

BASIC PLAN: THE BIG PICTURE

Visual 4.10 (Continued)

- **Information Collection, Analysis, and Dissemination** addresses the role of information in the successful implementation of the activities that occur before, during, and after an emergency.
 - **Communications** refers to the internal and external strategies and tools to communicate with stakeholders in the event of an emergency or incident.
 - **Administration, Finance, and Logistics** covers general support requirements and the availability of services and support for all types of emergencies. Examples of topics in this section include how to manage administrative controls, activity logs, vital records, and maintenance of financial records.
 - **Plan Development and Maintenance** outlines responsibilities for updating and maintaining the school EOP. This section would include a schedule for training, evaluating, reviewing, and updating the EOP.
 - **Authorities and References** provides the legal basis for emergency operations and activities. When the school EOP is approved, the procedures and policies within the document become legally binding.
-

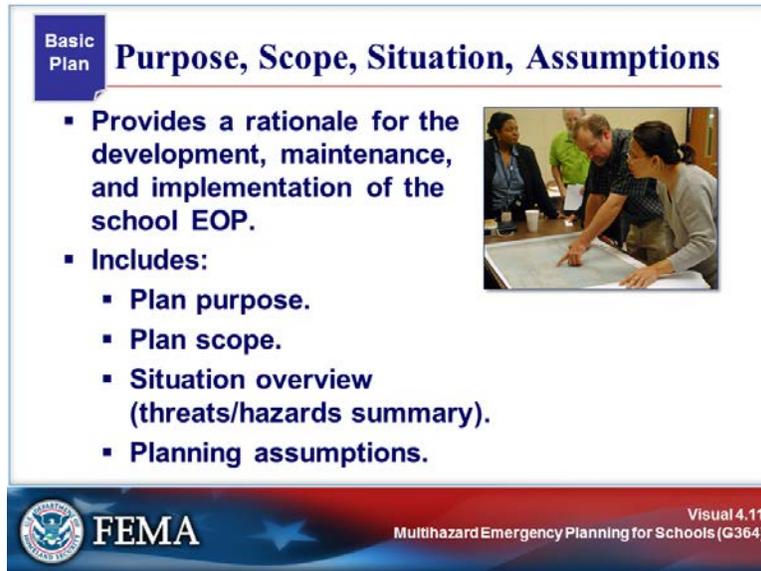


See the Course Toolkit **Course Materials** section for the following resources:

- Sample School EOP.
 - Comprehensive Preparedness Guide 101.
 - Guide for Developing High-Quality School Emergency Operations Plans.
-

BASIC PLAN: THE BIG PICTURE

Visual 4.11



Basic Plan **Purpose, Scope, Situation, Assumptions**

- Provides a rationale for the development, maintenance, and implementation of the school EOP.
- Includes:
 - Plan purpose.
 - Plan scope.
 - Situation overview (threats/hazards summary).
 - Planning assumptions.

 **FEMA**  Visual 4.11
Multihazard Emergency Planning for Schools (G364)

Key Points

The Purpose, Scope, Situation Overview, and Assumptions section of the basic plan provides a rationale for the development, maintenance, and implementation of the school EOP. This section should include:

- **Purpose:** Sets the foundation for the rest of the school EOP. The Purpose is a general statement of what the EOP is meant to do. The statement should be supported by a brief synopsis of the basic plan, the functional annexes, and the threat/hazard-specific annexes.
- **Scope:** Outlines the scope of the school's emergency and disaster response (at what times or under what conditions this plan would be activated). Specifically, the scope includes:
 - A brief description of the school's response to incidents.
 - The entities (staff, superintendent, local government, etc.) with roles and responsibilities outlined in the plan.
 - The geographic areas covered in the plan, specifically school buildings and grounds.
- **Situation Overview:** Explains why an EOP is necessary. At a minimum, the situation section should summarize threats/hazards and vulnerabilities faced by the school. The Situation Overview covers:
 - The geographical and political jurisdiction of the school.
 - A brief synopsis of local hazards and past incidents.
 - A summary of potential, wide-reaching threats to the school community, such as pandemic flu.
 - Relative probability and impact of the threats and hazards.
 - Geographic areas likely to be affected by particular threats or hazards.
 - School population including those with access and functional needs.
 - Dependencies on parties outside the school for critical resources.
 - The school's capabilities and limits for preparing for and responding to the defined hazards.

BASIC PLAN: THE BIG PICTURE

Visual 4.11 (Continued)

- **Assumptions**: Identify what the core planning team assumed to be facts for planning purposes.

Obvious assumptions should be included but limited to those that need to be explicitly stated (e.g., do not state as an assumption that the hazard will occur; it is reasonable for the reader to believe that if the hazard was not possible, the plan would not address it).

Note: The level of detail to include in Purpose, Scope, Situation Overview, and Assumptions is a matter of judgment. Schools may wish to include additional overview or introductory information in the functional or threat/hazard/incident-specific annexes. Maps such as basic school floor plans and site maps should be included as appendixes to support the situation description and correctly outline the geographical areas of the school.

BASIC PLAN: THE BIG PICTURE

Visual 4.12

Basic Plan **Concept of Operations (CONOPS)**

Clarifies the purpose and explains the school's overall approach to an emergency (e.g., what should happen, when, and at whose direction).

FEMA Visual 4.12
Multihazard Emergency Planning for Schools (G364)

Key Points

The Concept of Operations (CONOPS) section of the basic plan is designed to clarify the purpose of the school EOP and explain the school's overall approach to an emergency (e.g., what should happen, when, and at whose direction).

The CONOPS describes how the school will protect students, staff, and visitors and should indicate:

- Who has authority to activate the school EOP (e.g., emergency management agency office, chief elected official, State official, fire/police chief).
- The process of school coordination with other agencies.
- How the school EOP takes into account those with disabilities and other access and functional needs.
- Other emergency plans that support the school EOP (e.g., hospital plans, facility plans).
- The purpose of:
 - Activities before an emergency to protect and mitigate the impact on life and property.
 - Action taken during an emergency to respond effectively.
 - Action taken after an emergency to recover.

BASIC PLAN: THE BIG PICTURE

Visual 4.12 (Continued)

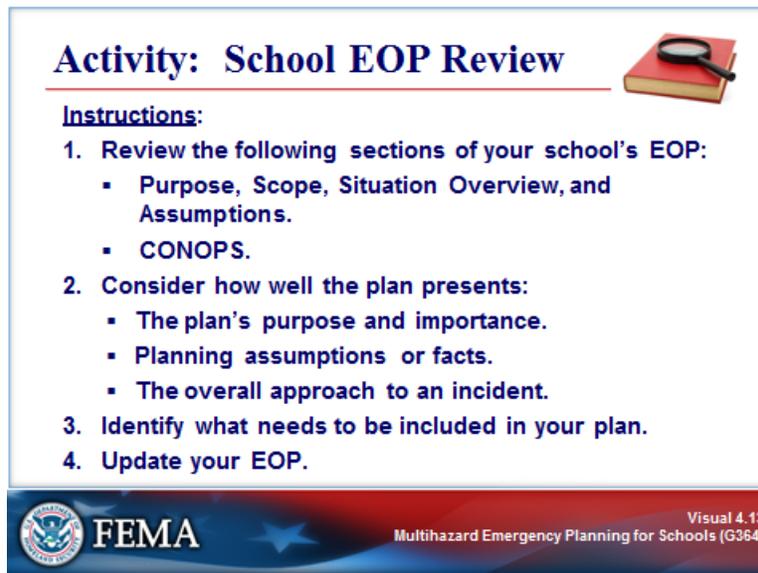
- The sequence of action, including:
 - The process, templates, and individuals involved in issuing a declaration of emergency for a given hazard and how the declaration will be coordinated with neighboring jurisdictions and the State.
 - Activation of operations centers.
 - “Action levels” and their implications (if formalized in the jurisdiction).
 - Other response/support agency plans that directly support the implementation of this plan (e.g., hospital plans, facility plans).

- How requests for resources will be met, and by whom and under what circumstances will requests be made for additional aid from the State (this should include the process for declaring a state of emergency; any necessary forms should be contained in tabs).

- An overview of direction and control, alert and warning, continuity of operations (COOP) matters, or other activities that may be dealt with more fully in annexes.

ACTIVITY: SCHOOL EOP REVIEW

Visual 4.13



Activity: School EOP Review 

Instructions:

1. Review the following sections of your school's EOP:
 - Purpose, Scope, Situation Overview, and Assumptions.
 - CONOPS.
2. Consider how well the plan presents:
 - The plan's purpose and importance.
 - Planning assumptions or facts.
 - The overall approach to an incident.
3. Identify what needs to be included in your plan.
4. Update your EOP.

 **FEMA**  Visual 4.13
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This activity will give you an opportunity to review the Purpose, Scope, Situation Overview, and Assumptions and CONOPS sections of their school's EOP.

Instructions:

1. Review the following sections in your school plan:
 - Purpose, Scope, Situation Overview, and Assumptions.
 - CONOPS.
2. Consider how well the plan presents:
 - The purpose and importance of the plan.
 - Planning assumptions or facts.
 - The overall approach to an incident.
3. Identify what changes need to be made to the plan's:
 - Purpose, Scope, Situation Overview, and Assumptions section.
 - CONOPS section.
4. Update your plan.

ACTIVITY: SCHOOL EOP REVIEW

Visual 4.13 (Continued)

Note:

- Best practices are to:
 - Include a clear overview of the school hazards in the Situation Overview.
 - Describe techniques that the school has implemented to protect against or mitigate those hazards. (Refer back to your notes from the planning session in Unit 3 for threats/hazards, protection, and mitigation information.)
- Assumptions cover preincident, incident, and postincident concerns, and outline the plan limitations.
- CONOPS should define the strategy for implementing the National Incident Management System (NIMS) and the Incident Command System (ICS) during the initial response to an emergency.

BASIC PLAN: ROLES

Visual 4.14



Key Points

Now that you understand the elements of the basic plan that summarize the “big picture,” the next section of the unit will address the elements of the EOP that relate to **roles**:

- Organization and Assignment of Responsibilities
- Direction, Control, and Coordination

BASIC PLAN: ROLES

Visual 4.15

Basic Plan

Organization & Assignment of Responsibilities

Includes:

- Broad roles and responsibilities of individuals during all emergencies.
- Informal and formal agreements.

FEMA

Visual 4.15
Multihazard Emergency Planning for Schools (G364)

Key Points

The purpose of Organization and Assignment of Responsibilities is to:

- **Provide a broad overview** of roles and responsibilities of individuals that apply during all emergencies. Examples include:
 - Principal and other school administrators.
 - Teachers.
 - Support personnel (instructional aides, counselors, social workers, psychologists, nurses, maintenance staff, school resource officers, cafeteria workers, bus drivers, etc.).
 - Parents and guardians.

When two or more departments perform the same kind of task, one should be given primary responsibility and the others should be given a supporting role. Organization charts, especially those depicting how the school will implement the Incident Command System (ICS), should be included to further clarify staff/faculty responsibilities.

- **Describe informal and formal agreements** in place for quick activation and sharing of resources during an emergency (e.g., evacuation locations to nearby business' parking lot). Agreements may be between the school and response groups, neighboring schools, organizations, and businesses.

Note that the specific procedures and assigned responsibilities for each procedure will be described in the functional annexes.

BASIC PLAN: ROLES

Visual 4.16

Roles and Responsibilities

Roles and responsibilities:

- **Pre-assigned and clarified.**
- **Consistent with the National Incident Management System (NIMS).**
- **Practiced frequently.**



 **FEMA** 

Visual 4.16
Multihazard Emergency Planning for Schools (G364)

Key Points

It is important that roles and responsibilities in the EOP be:

- **Pre-assigned and clarified.** Clearly define (by job title or qualifications) the person who will fill each role. Ensure that everyone understands his or her responsibilities and possesses the skills required to perform those functions.
- **Consistent with the National Incident Management System (NIMS).** NIMS provides a national framework for emergency response. Therefore, ensure that the roles outlined in the school EOP are consistent and compatible with those of emergency managers and first responders.
- **Practiced frequently.** As with any other educational subject, repetition is the key to long-term learning. Conduct regular training and exercises in order to ensure that school staff understand their roles and are able to carry out their responsibilities.

The independent study courses IS-100.SC and IS-700 provide more information on NIMS and ICS and are recommended to be taken prior to this course.



See the **Getting Ready for Planning** section of your Course Toolkit for a Staff Skills Survey and Inventory form that can be used to help identify applicable skills and assign appropriate roles and responsibilities.

BASIC PLAN: ROLES

Visual 4.17

Key Roles and Responsibilities

- Preparedness and planning roles
- Incident management roles
 - Senior Executive/Policy and Multiagency Group
 - Incident Commander
 - Public Information Officer
 - Liaison Officer
 - Safety Officer
 - Section Chiefs: Planning, Operations, Logistics, Finance and Administration

FEMA
Visual 4.17
Multihazard Emergency Planning for Schools (G364)

Key Points

Key roles and responsibilities defined in Organization and Assignment of Responsibilities include:

- **Preparedness roles.** You may want to identify roles and responsibilities as they relate to activities before an incident. In doing so, remember that the primary purpose of the school EOP is to focus on incident management.
- **Planning roles.** Examples include:
 - Intelligence/Information Gatherer: Conduct threat analysis and monitor the situation.
 - Policy Maker: Develop policies and procedures to reduce threats/risks.
 - Planner: Develop and maintain the school EOP.
 - Marketer/Communicator: Sell the concepts of planning and preparedness on an ongoing basis.
 - Trainer: Develop and implement training and exercises.
 - Finance Officer: Identify the cost/benefit of implementing preparedness measures.
 - Evaluator: Identify best practices and lessons learned.
- **Incident management roles.** Incident management (response and recovery) roles are filled based on the event or incident and which organization has the authority and expertise to management the incident. Therefore, incident management positions may be filled with school personnel and/or first responders.

The school EOP should define the incident management roles so that they may be filled internally or, if the situation warrants, by first responders and law enforcement personnel. Key roles are described on the next page.

BASIC PLAN: ROLES

Visual 4.17 (Continued)

- **Senior Executive (Superintendent, Principal, Emergency Manager, Elected Official, etc.):** Provides policy guidance on priorities and objectives based on situational needs and the school EOP. Oversees resource coordination and support to the Incident Commander.

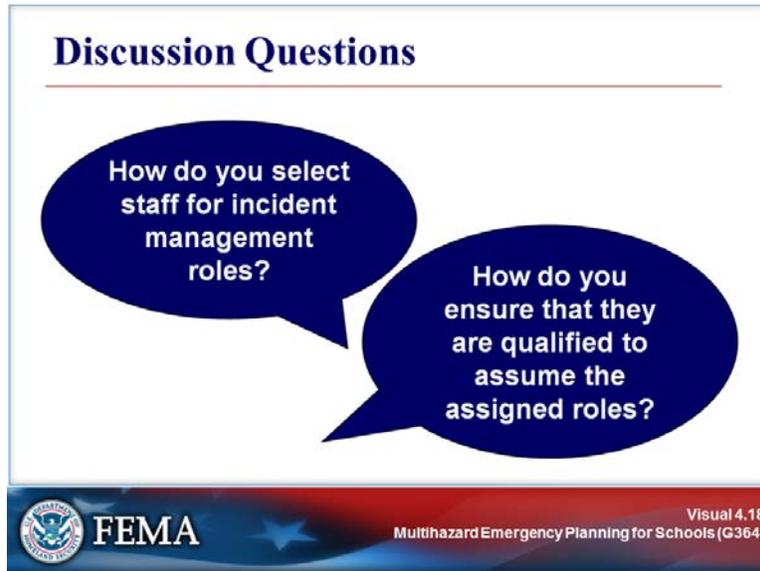
In complex incidents, a **policy group** or **multiagency coordination group** may convene to:

- Establish priorities for incidents.
 - Identify and resolve issues common to all groups responding to the incident.
 - Develop procedures to implement decisions.
 - Keep elected officials and other executives informed of the situation and decisions.
 - Inform response partners of decisions.
 - Provide factual information, both internally and externally.
- **Incident Commander:** Sets the incident objectives, strategies, and priorities and has overall responsibility for the incident.
 - **Public Information Officer:** Serves as the conduit for information to internal and external stakeholders, including the media or other organizations seeking information directly from the incident or event.
 - **Liaison Officer:** Serves as the primary contact for supporting agencies assisting at an incident.
 - **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all assigned personnel.
 - **Operations Section Chief:** Establishes the tactics to meet the incident objectives and directs all operational resources.
 - **Planning Section Chief:** Supports the incident action planning process by tracking resources, collecting/analyzing information, and maintaining documentation.
 - **Logistics Section Chief:** Provides resources and needed services to support the achievement of the incident objectives.
 - **Finance and Administration Section Chief:** Monitors costs related to the incident. Provides accounting, procurement, time recording, and cost analyses.

The roles and responsibilities listed above parallel those outlined in NIMS. Aligning roles with NIMS allows for better coordination with first responders, law enforcement, and emergency managers.

BASIC PLAN: ROLES

Visual 4.18



Key Points

Unit 4. Developing the School Emergency Operations Plan

BASIC PLAN: ROLES

Visual 4.18 (Continued)

Roles and Qualifications

Incident Management Role	Qualifications
Policy/Multiagency Coordination Group	<ul style="list-style-type: none">• Authority to set policy and commit resources.• Ability to:<ul style="list-style-type: none">○ Interface with other agencies.○ Be responsive to incident command needs and stakeholder concerns.
Incident Commander	<ul style="list-style-type: none">• Completion of ICS training.• Past experience as an incident responder.• Ability to:<ul style="list-style-type: none">○ Take command.○ Balance response initiatives with safety concerns.○ Motivate responders.○ Communicate clear directions.○ Size up the situation and make rapid decisions.○ Assess the effectiveness of tactics/strategies.○ Be flexible and modify plans as needed.
Public Information Officer	<ul style="list-style-type: none">• Completion of ICS training.• Media relations training/experience.• Authority as designated spokesperson.• Ability to maintain grace under fire.
Liaison Officer	<ul style="list-style-type: none">• Completion of ICS training.• Ability to represent the concerns and needs of all parties involved in a response.
Safety Officer	<ul style="list-style-type: none">• Completion of ICS training.• Worker safety and hazardous materials training/experience.• Ability to assess risk and develop safety measures.
Operations Section Chief	<ul style="list-style-type: none">• Completion of ICS training.• Past experience as incident responder.• Ability to:<ul style="list-style-type: none">○ Size up the situation and make rapid decisions.○ Communicate clear directions.○ Balance response initiatives with safety concerns.○ Lead and motivate responders.○ Assess the effectiveness of tactics/strategies.○ Be flexible and modify plans as necessary.

BASIC PLAN: ROLES

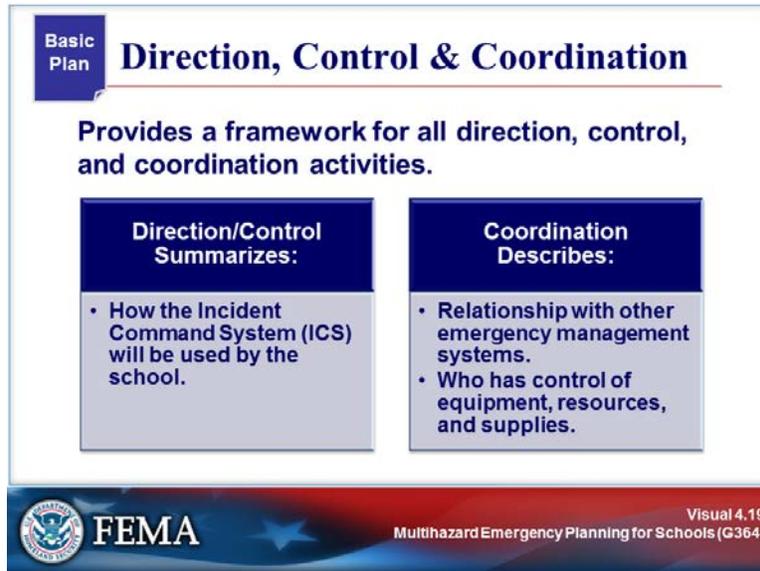
Visual 4.18 (Continued)

Roles and Qualifications (Continued)

Incident Management Role	Qualifications
Planning Section Chief	<ul style="list-style-type: none">• Completion of ICS training.• Ability to:<ul style="list-style-type: none">○ Organize and analyze information.○ Write clear, accurate documents.○ Interpret diagrams and maps.○ Develop and present briefings.○ Use computer-based applications including databases and spreadsheets.○ Direct others in a crisis.
Logistics Section Chief	<ul style="list-style-type: none">• Completion of ICS training.• Knowledge of school logistics (food services, sheltering, transportation, emergency caches, etc.).• Ability to:<ul style="list-style-type: none">○ Organize and prioritize resource requests.○ Anticipate and plan for resource needs.○ Maintain records and documentation.○ Track resource requests.○ Solve resource problems creatively.○ Effectively communicate orally and in writing.○ Direct others in a crisis.
Finance/Administration Section Chief	<ul style="list-style-type: none">• Completion of ICS training.• Knowledge of workers' compensation, insurance claims, and contracting requirements.• Ability to:<ul style="list-style-type: none">○ Keep accurate accounting records.○ Purchase/contract for needed resources.○ Process insurance and workers' compensation claims.○ Effectively communicate orally and in writing.○ Direct others in a crisis.

BASIC PLAN: ROLES

Visual 4.19



Key Points

The Direction, Control, and Coordination section of the basic plan outlines the ways in which the school will coordinate with outside agencies and how the school EOP fits into other, related emergency plans. Specifically, the Direction, Control, and Coordination section describes:

- How the ICS structure will be used by the school.
- How the school EOP fits into the larger community—for example, how the school will coordinate with other emergency management systems (e.g., local fire, law enforcement, emergency managers)—and the State EOP.
- Who has control of equipment, resources, and supplies.

Key Point: Remember, the school EOP cannot stand alone; it must work in coordination with the district and local community EOP.

Planning teams often assume first responders such as law enforcement and similar community resources will be available in the event of a large-scale disaster and include them in the school EOP. However, these resources may be allocated to other parts of the community depending on the magnitude and severity of the disaster.

Planning teams must develop their school EOP in coordination with school district officials, law enforcement, fire, and emergency managers to identify resources, develop procedures, and ensure that the school EOP can operate in conjunction with district and local community EOPs.

BASIC PLAN: ROLES

Visual 4.20

Incident Coordination

Incident coordination should:

- **Include the principal and other core positions.**
- **Use staff/faculty titles rather than individual names.**
- **Name specific organizations or agencies responsible for providing additional resources or assistance.**



 **FEMA**  Visual 4.20
Multihazard Emergency Planning for Schools (G364)

Key Points

Coordination between schools and law enforcement, fire, and emergency managers is essential.

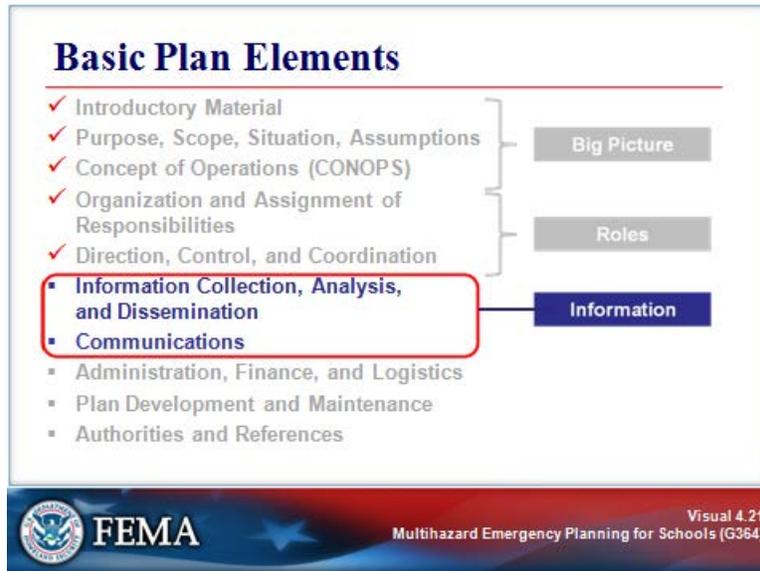
Incident coordination allows schools and first responders to successfully respond to an incident together by outlining how efforts will be coordinated across jurisdictions while allowing each jurisdiction to retain its own authority.

Incident coordination should:

- Include the school principal, building administrator, and other core positions within the school or school district.
- List staff/faculty job titles or qualifications, rather than individual names, to fill key roles. Specific individuals may be absent, injured, or otherwise unable to perform assigned responsibilities.
- Name the specific organizations or agencies responsible for providing additional resources or assistance.

BASIC PLAN: INFORMATION

Visual 4.21



Key Points

This section of the unit has described the elements of the basic plan that define key roles and responsibilities.

The next section of the unit will address elements of the plan that relate to sharing **information**—Information Collection, Analysis, and Dissemination, and Communications.

BASIC PLAN: INFORMATION

Visual 4.22

Basic Plan **Information Collection, Analysis, and Dissemination**

Addresses the role of information in the successful implementation of the activities before, during, and after an emergency.



 **FEMA** Visual 4.22
Multihazard Emergency Planning for Schools (G364)

Key Points

The Information Collection, Analysis, and Dissemination section of the basic plan addresses the role of information in the successful implementation of the activities before, during, and after an emergency.

BASIC PLAN: INFORMATION

Visual 4.23

Information

For each type of information, consider:

- What is the source?
- Who will analyze it?
- How is it collected and shared?
- What is the format when making it available?
- When should it be collected and shared?



 **FEMA** 

Visual 4.23
Multihazard Emergency Planning for Schools (G364)

Key Points

Planning for information includes identifying the types of information that will be helpful before, during, and after an incident:

- **Before and during examples:** Weather reports, law enforcement alerts, National Oceanic and Atmospheric Administration (NOAA) radio alerts, and crime reports.
- **After examples:** Web sites and hotlines for mental health, emergency management, and relief agencies.

For each type of information identified, the plan should provide answers to the following questions:

- What is the source of the information?
- Who analyzes and uses the information?
- How is the information collected and shared?
- What is the format for providing information?
- When should the information be collected and shared?

BASIC PLAN: INFORMATION

Visual 4.24

Basic Plan **Communications**

Enables clear, effective internal and external communication strategies between the school, staff, students, families, responders, school board members, and the media.

The slide features a collage of four images: a group of people in a meeting, a classroom setting, a person at a podium, and two people in a discussion. The bottom of the slide includes the FEMA logo and the text 'Visual 4.24 Multihazard Emergency Planning for Schools (G364)'.

Key Points

Many problems in emergency management can be tied to a breakdown in communication. Communication is a critical part of emergency management and must include all stakeholders, as described below:

- **School staff and students** must be told what is happening and what to do.
- **Parents/guardians of students and families of staff members** need to be informed about the situation, including the status of their child or family member.
- **Law enforcement and other emergency services** need updated information to respond effectively.
- **School board members** must be kept informed and updated to transmit information to the central office and to other affected schools.
- **Media** must be informed and kept updated to report instructions and information to the wider community.

BASIC PLAN: INFORMATION

Visual 4.25

Communications

The basic plan presents the **framework** for delivering communications support, including:

- Internal communication with staff.
- External communication with families, responders, and the media.

Specific procedures and hardware details may be placed in an expanded communications annex.

FEMA
Visual 4.25
Multihazard Emergency Planning for Schools (G364)

Key Points

The Communications section of the basic plan describes the overall framework for communications used during emergencies.

It discusses the framework for delivering communications support and how the school's communications integrate into the emergency communications network.

NOTE: This basic plan section may be expanded as a Communications functional annex that includes specific protocols and procedures.

BASIC PLAN: INFORMATION

Visual 4.26

Internal Communication

- Describe methods for keeping staff informed.
- Identify actions to:
 - Address rumors.
 - Assist in the recovery process.



Visual 4.26
Multihazard Emergency Planning for Schools (G364)



Key Points

The school will need to establish ways to communicate internally with school district officials and staff members in the event of an incident.

Rumor control: In addition to updating staff about the incident, an effective internal communications strategy also serves to curb rumors.

Rumors inevitably arise during incidents and emergencies. When accurate information is not available, rumors begin, and without facts people will speculate. Rumors can create a negative perception of the school's ability to manage the incident. The most effective strategy for combating rumors is to provide facts as soon as possible and assign only one spokesperson, or a Public Information Officer.

Administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, and bus drivers are primary sources of information and are likely to be contacted by the media and community members. An internal communications strategy should be developed and should include several ways to convey information to staff members, including:

- **Automated notification system:** An automated notification system allows school administrators to promptly call or page every staff member in the event of an incident.
- **Telephone trees:** Telephone trees can serve as a backup in case computer systems are down. A telephone tree is a list of staff members, their phone numbers, and their roles in the Incident Command System (if applicable). The first person on the list (usually the principal or Incident Commander) calls his or her pre-assigned staff members to relay what

BASIC PLAN: INFORMATION

Visual 4.26 (Continued)

is and is not known and what steps should be taken. These staff members continue passing along the principal's message to their pre-assigned contacts until everyone has been contacted.

- **Morning meetings:** A morning meeting is an opportunity for the Incident Commander to provide accurate, updated information about the situation and to review procedures with staff members.
- **End-of-day meetings:** A meeting at the end of the day allows the Incident Commander or other designated person to address concerns, provide updated information, and plan for the next day.

BASIC PLAN: INFORMATION

Visual 4.27

External Communication: Parents (1 of 2)

Before an incident, create:

- Outreach tools to explain procedures.
- Partnerships with qualified parent volunteers to assist during incidents.
- Templates and procedures for disseminating incident information.



Visual 4.27
Multihazard Emergency Planning for Schools (G364)

FEMA

Key Points

Parents and guardians want to know their children are safe at school. They want to be:

- **Assured** that the school district is prepared to respond to an incident.
- **Advised** on how they can be prepared for a school emergency.
- **Informed** on how they can get important information during a school emergency.
- **Educated** about key terms that will be used during a school emergency (e.g., lockdowns, shelter-in-place, family reunification).
- **Provided** with guidelines on what will be needed to pick up their child in the school or at an alternate location should the school be evacuated.

Communicating with families about how the school will respond to an incident begins before disaster strikes.

Before an incident, schools should strive to accomplish this goal by creating:

- **Outreach tools** to explain the school's EOP and procedures (including tools for people who have vision or hearing disabilities or limited English proficiency).
- **Partnerships** with qualified family volunteers to assist during incidents.
- **Templates and procedures** for disseminating information to families (e.g., text messages, television, radio, phone). Parents/guardians need to be made aware of their responsibilities and procedures to follow, such as family reunification, during an emergency.

BASIC PLAN: INFORMATION

Visual 4.27 (Continued)

Identifying communication strategies. Schools need to consider the best way to communicate different types of information with families. Technology used to communicate with parents may include:

- A school or district Web site.
- Local cable access channel.
- Automated phone system.
- Automated text messaging or email list.
- Subscription parent information center (that might also include electronic newsletters, online grade books, etc.).

It is important to remember that technology-based information systems may become overloaded during a large-scale incident (or may not be operational in the event of power outages). Therefore, multiple systems should be established for distributing information, such as sandwich board signs or other “low-tech” strategies.

Preparation and practice. Schools need to take steps to ensure that communication strategies will work, and practice using these strategies before an incident happens. For example:

- If the school plans on using text messaging to send instant alerts about an incident, the school must ensure that all parents/guardians understand texting and can receive text messages.
- If the school plans on sending updates via email, all parents must provide an address and know to check their messages.

Practicing ahead of time ensures all parents will be able to obtain important information.

BASIC PLAN: INFORMATION

Visual 4.28

External Communication: Parents (2 of 2)

- **During** an incident:
 - Activate established communications systems.
 - Provide instructions and details as they become available.
- **After** an incident: Conduct a question-and-answer session.

How will your school speak with parents during an incident?

FEMA
Visual 4.28
Multihazard Emergency Planning for Schools (G364)

Key Points

During an incident, schools will be expected to communicate critical information to parents/guardians. To accomplish this, schools should:

- Activate communications systems to describe what is known about an incident and how the school is handling it.
- Provide instructions and/or additional details as they become available using predetermined communications tools.

For example, if a school's EOP specifies sending text messages to notify parents/guardians in the event of an emergency, sample messages might read:

- Emergency Message – Springfield School. Power outage in main school facility. Utility crew on scene. No injuries reported. Families will be notified when emergency has passed.
- Emergency Message – Springfield School. All clear. Utility crew has restored power. Normal activities have resumed.

After an incident, the school may wish to conduct a question-and-answer session for parents and guardians. A question-and-answer session can be an opportunity for schools to discuss lessons learned as well as next steps.

BASIC PLAN: INFORMATION

Visual 4.29

External Communication: Responders

Develop procedures with responders for:

- Transferring command.
- Ensuring interoperable communications.
- Coordinating public information and outreach efforts.

What systems will your school use to communicate with responders?

FEMA
Visual 4.29
Multihazard Emergency Planning for Schools (G364)

Key Points

Routine and frequent communication with external response agencies is essential throughout the planning process. This section of the school EOP should include procedures that have been developed in advance with first responders for:

- **Transferring command.** Procedures should be established to facilitate the transfer of command between the school and first responders. For example, in the case of an intruder or hostage situation, the initial Incident Commander may transfer command upon the arrival of an Incident Commander from the authorized law enforcement agency. When the situation is resolved, the law enforcement Incident Commander may transfer command to a school Incident Commander to oversee the reunification process and provision of crisis counseling.
- **Ensuring interoperable communications.** It is critical to ensure that schools and emergency management/response personnel are able to communicate within and across agencies via voice, data, or other systems when needed, and when authorized.

BASIC PLAN: INFORMATION

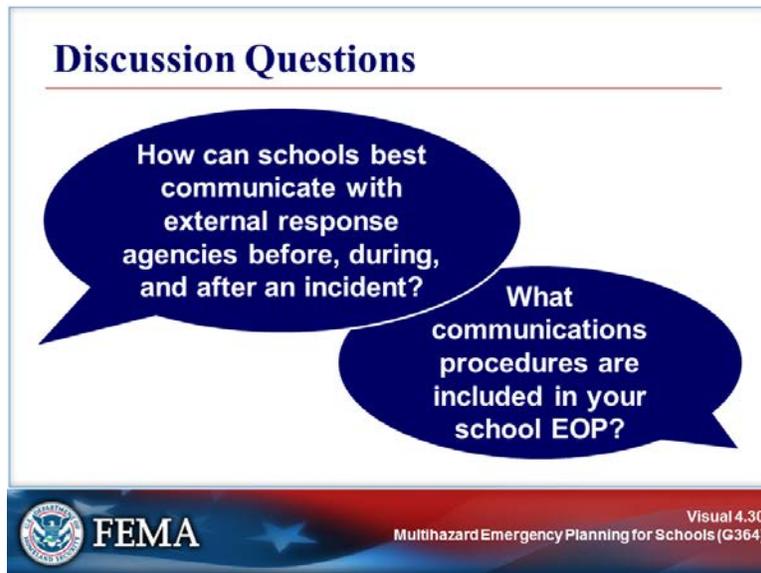
Visual 4.29 (Continued)

- **Coordinating public information and outreach efforts.** In a complex incident, the school Public Information Officer may become part of the Joint Information System. The mission of the Joint Information System is to provide a structure and system for developing and delivering coordinated interagency messages and developing, recommending, and executing public information plans and strategies.

The Joint Information System may be implemented at a Joint Information Center. It is the central point of contact for all news media.

BASIC PLAN: INFORMATION

Visual 4.30



Key Points

During incident response operations, schools should inform response agencies of any action taken by school staff during or immediately after the incident, and summarize any staff expertise that may assist with the operation.

After an incident, schools should work with response agencies to determine lessons learned from the incident and how the EOP procedures could be improved.

Your Notes:

BASIC PLAN: INFORMATION

Visual 4.31

External Communication: Media

- Designate a Public Information Officer.
- Establish a Joint Information Center for complex incidents.
- Develop templates for statements to the media, including:
 - Standard procedures and protocols.
 - Contact information/hotline for more information.



 **FEMA**  Visual 4.31
Multihazard Emergency Planning for Schools (G364)

Key Points

Schools should **plan ahead** when developing a communications strategy intended for the media and general public. Planning includes:

- Designating and training a Public Information Officer who will speak for the school.
- Establishing a Joint Information Center for complex incidents.
- Developing templates for statements to the media, including:
 - Standard procedures and protocols.
 - Contact information/hotline for more information.

How schools communicate with the media can greatly contribute to their ability to respond to and recover from an incident.

Rumors will circulate, especially with the use of cell phones and text messaging; however, schools can get out in front of the problem by articulating the measures being taken to address safety and health concerns. These measures and procedures come from a solid school EOP that is exercised and maintained.

In addition to the method of communication, the school EOP may include guidelines on the type of content and the tone of the message to be released.

BASIC PLAN: INFORMATION

Visual 4.31 (Continued)

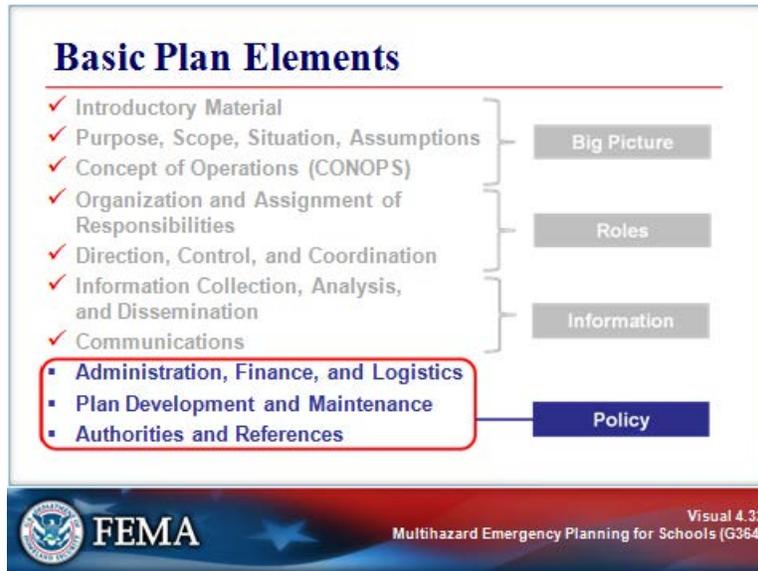
Example: In March 2009, a student drowned during a school-sponsored event. The principal of the school responded to media queries by stating, “Look at the amount of times we’ve had something tragic occur and compare it to the number of times when nothing has happened.” Language like this deflects responsibility and can severely affect a school’s credibility in the future.



See the **Sharing Information Resources** section of your Course Toolkit for copies of Sample Statements to the Media.

BASIC PLAN: POLICY

Visual 4.32



Key Points

The previous section of the unit has described the “information” portion of the basic plan, including how information is collected, analyzed, disseminated, and communicated.

The next section describes the elements of the basic plan that relate to **policy** matters and other guidance, including:

- Administration, Finance, and Logistics
- Plan Development and Maintenance
- Authorities and References

BASIC PLAN: POLICY

Visual 4.33

Basic Plan Administration, Finance & Logistics

Covers:

- **General support requirements.**
- **The availability of services and support.**
- **Policies for managing resources and recordkeeping.**

FEMA Visual 4.33
Multihazard Emergency Planning for Schools (G364)

Key Points

This part of the basic plan covers policy related to the following:

- **Administration:** Describes administrative protocols used during an emergency operation, including documentation of the actions taken during and after the incident (e.g., incident and damage assessment, incident command logs, cost recovery) and completion of an after-action report to identify strengths and weaknesses in the emergency management and response program.
- **Finance:** Describes protocols used to document and recover the costs incurred during an emergency operation. This section may also describe the various programs that allow local political jurisdictions, response/support agencies, or the general public to recover their costs (e.g., Small Business Administration (SBA), Public Assistance Program, unemployment, worker's compensation) and the impact and role that insurance has in recovering costs (e.g., self-insured, participation in the National Flood Insurance Program (NFIP), homeowner policies).
- **Logistics:** Describes mechanisms used to identify, acquire, and manage resources before and during an emergency operation. It provides a brief summary statement about specialized equipment, facilities, personnel, and emergency response organizations currently available to respond to the defined threats/hazards. This section also identifies any existing memorandums of agreement or understanding and contingency contracts with organizations to supply needed resources.

To support the Logistics element, the school should maintain (e.g., in an appendix to the school EOP or as a separate document) a list of the types of resources available, amounts on hand, locations maintained, and any restrictions on use.

BASIC PLAN: POLICY

Visual 4.34

Basic Plan **Plan Development & Maintenance**

- Describes the planning process.
- Assigns responsibility for overall planning and coordination to a specific person.
- Provides for a regular cycle of training, evaluating, reviewing, and updating the EOP.



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Visual 4.34
Multihazard Emergency Planning for Schools (G364)

Key Points

The Plan Development and Maintenance element of the basic plan describes the planning process and how the school EOP integrates with the school district, community, and State/tribal emergency plans.

It summarizes to whom the plan is distributed, including whether it is shared with other jurisdictions or made available to the public.

This element also describes a regular cycle of training, evaluating, reviewing, and updating the school plan.

BASIC PLAN: POLICY

Visual 4.35

Basic Plan

Authorities and References

- Provides a legal basis for emergency operations and activities.
- Includes laws, statutes, ordinances, executive orders, regulations, and formal agreements.
- Provides a brief summary of the mandates.

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Visual 4.35
Multihazard Emergency Planning for Schools (G364)

Key Points

The purpose of the Authorities and References section is to provide a legal basis for emergency operations and activities. This section of the basic plan includes lists of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to:

- Emergencies, and the specific extent and limits of the emergency authorities.
- Preparation of the school EOP.
- Plan approval, dissemination, and execution.

For example, in Virginia, school boards have the authority to withhold or limit the review of any security plans and specific vulnerability assessment components as defined by the Virginia Freedom of Information Act, Va. Code §2.2-3705.2. Under this authority, Virginia schools may limit public access to sensitive information that may be contained in their school EOPs. This citation may be included, as applicable, in a Virginia school's Authorities and Reference section of their EOP.

Local laws, statutes, ordinances, and regulations referenced in the local and State emergency operations plans may need to be incorporated into the school EOP. Coordinate with local government officials to clarify these authorities.

BASIC PLAN: POLICY

Visual 4.35 (Continued)

This part of the basic plan should:

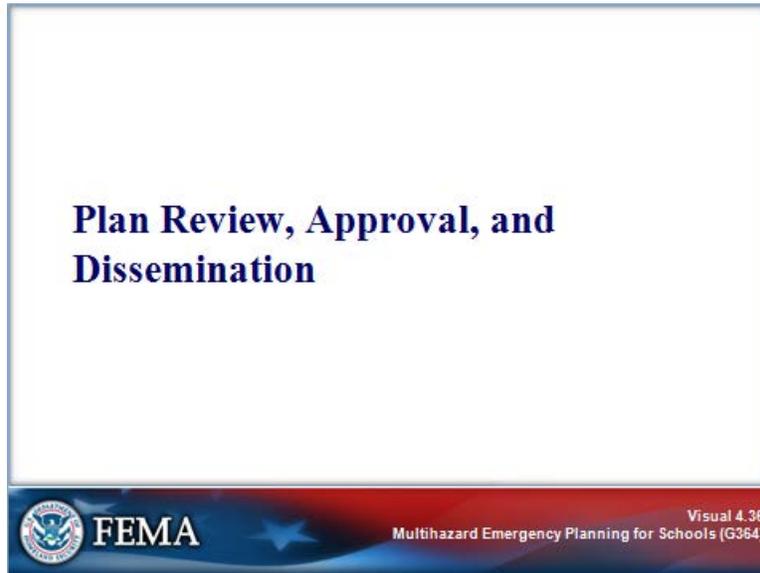
- List any relevant local, State, and Federal authorities.
- Include law titles and code numbers/letters.
- Provide a brief summary of the mandates.
- Include any authorities specifically referenced in the EOP.

Many local, State, and Federal laws and regulations mandate that schools develop and maintain emergency operations plans. (Note that the CPG 101 provides an overview of Federal laws and regulations on emergency operations plans.)

Remember, funding is often tied to mandates. For example, in order to receive Federal funding, a school must fulfill NIMS implementation activities. Failure to incorporate mandates into the school EOP may result in loss of funding.

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.36



Key Points

Once the entire plan (including basic plan and annexes) is written, the next step in the planning process is the review, approval, and dissemination of the school EOP.

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.37

Reviewing the School EOP

When reviewing the school EOP, make sure it is:

- Adequate.
- Feasible.
- Acceptable.
- Complete.
- Compliant.



 **FEMA** Visual 4.37
Multihazard Emergency Planning for Schools (G364)

Key Points

Your plan should be reviewed to ensure compliance with the legally mandated planning requirements in your State and for its usefulness in practice. Plan review allows stakeholders with emergency responsibilities to suggest improvements.

Review the plan to check for:

- **Adequacy.**
 - Does it identify critical courses of action?
 - Can it accomplish the assigned function?
 - Are all assumptions valid and reasonable?
- **Feasibility.**
 - Does your school have the resources to fulfill the functions and critical tasks?
 - Does it identify where the school will obtain resources outside of the school's capabilities?
- **Acceptability.**
 - Does it thoroughly address the identified threats, hazards, and vulnerabilities?
 - Is it consistent with legal requirements?
 - Does it meet time and cost limitations?

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.37 (Continued)

- **Completeness.**
 - Does it include all the courses of action to be accomplished?
 - Does it integrate the needs of the whole school population?
 - Does it provide a complete picture of what should happen, when, and at whose direction?
 - Does it make time estimates for achieving objectives, with safety remaining the utmost priority?
 - Does it identify success criteria and a desired end state?
 - Is it developed consistently with the planning principles in CPG 101 and Guide for Developing High-Quality School Emergency Operations Plans?

- **Compliance.**
 - Does it comply with State and local requirements to the maximum extent possible?

Note: Specific laws and mandates differ from State to State. School EOPs should be reviewed to ensure compliance with the legally mandated planning requirements in their State before presenting the school EOP to stakeholders for approval.

Allowing other agencies with emergency or homeland security responsibilities to review your plan will enable them to suggest improvements based on their accumulated experience. FEMA regional offices or State emergency management offices may assist schools in the review process upon request.

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.38



Approving the School EOP

The approval process aims to:

- Gain the widest acceptance possible.
- Include agencies with emergency or homeland security responsibilities.

Who from your community should you include?

FEMA

Visual 4.38
Multihazard Emergency Planning for Schools (G364)

Key Points

After finalizing the school EOP, the planning team should present it to the appropriate leadership and obtain official approval. The team should then share it with all community partners that have a role in the school EOP.

The approval process should aim to gain the widest acceptance possible for the school EOP. Agencies with emergency or homeland security responsibilities should be included in the approval process.

The promulgation document gives the school EOP official status and gives both the authority and responsibility to school personnel to perform their tasks. The document outlines the responsibilities of tasked organizations with regard to preparing and maintaining the school EOP and commitment to those organizations to carrying out the training, exercises, and maintenance. The promulgation document also allows the chief executives to affirm their support for emergency management.

Discussion Question: Who from your community should you include in the approval process?

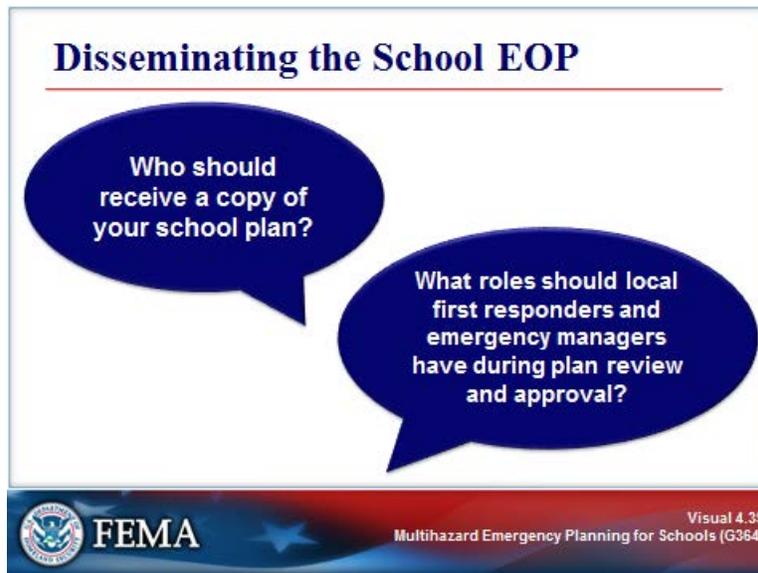
PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.38 (Continued)

After the school EOP has been approved, an **approval and implementation page** should be included to introduce the plan, outline its applicability, and indicate that it supersedes all previous plans. It should include a delegation of authority for specific modifications that can be made to the plan without the senior official's signature. It should include a date and must be signed by the senior official.

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.39



Key Points

Once approval is obtained, the school should arrange to disseminate the plan and maintain a record of the people and organizations that received a copy (or copies) of the plan.

Allowing other agencies with emergency or homeland security responsibilities to review your plan will enable them to suggest improvements based on their accumulated experience. FEMA regional offices or State emergency management offices may assist schools in the review process upon request.

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.39 (Continued)

Protecting privacy. The school should protect the plan from those not authorized to have it and consider how to secure documents shared electronically.

“Sunshine” laws may require that a copy of the plan be posted on the school’s Web site or be placed in some other publicly accessible location; however, sensitive information should first be removed.

The Guide for Developing High-Quality School Emergency Plans presents considerations for sharing the school EOP based on the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

What Is FERPA?

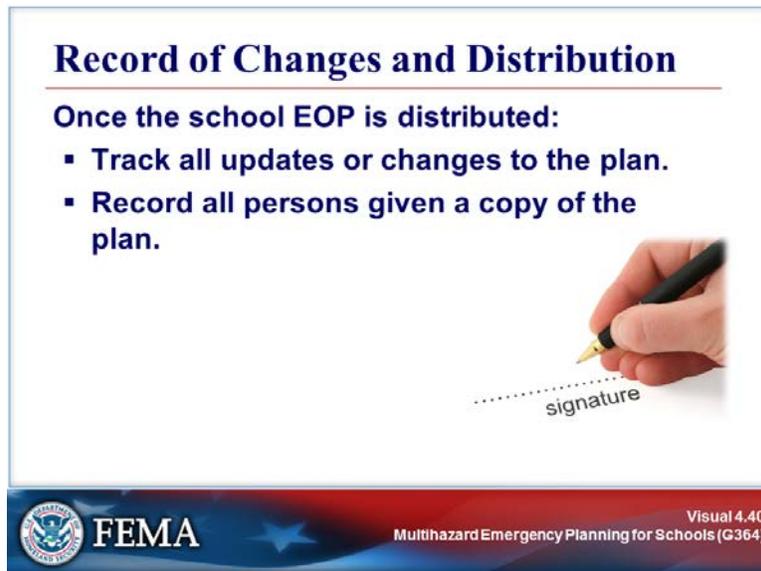
FERPA is a federal law that protects the privacy of student education records. The law applies to all educational agencies and institutions that receive funds under any U.S. Department of Education program (termed “schools” below). FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” The Family Policy Compliance Office at the U.S. Department of Education administers FERPA.

What Is HIPAA?

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) and its implementing regulations, commonly known as the HIPAA Privacy Rule and the HIPAA Security Rule, protect the privacy and security of individually identifiable health information, called protected health information or PHI, held by health plans, health care clearinghouses, and most health care providers, collectively known as covered entities, and their business associates (entities that have access to individuals’ health information to perform work on behalf of a covered entity).

PLAN REVIEW, APPROVAL, AND DISSEMINATION

Visual 4.40



Key Points

After the plan is distributed, the school should keep change and distribution records.

Record of changes. The school must first determine who has the authority to authorize or make changes in the plan.

Each update or change to the plan should be tracked. The record of changes, usually in table format, contains at a minimum:

- A change number.
- The date of the change.
- The name of the person who made the change.

Record of distribution. The record of distribution, usually in table format, indicates:

- The title and name of the person receiving the plan.
- The agency to which the receiver belongs.
- The date of delivery.
- The number of copies delivered.

The record of distribution can be used as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. Copies of the plan can be made available to the public and media without including sensitive information.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41

Basic Plan Review Session

1. Consider the following questions about your EOP basic plan:
 - What information do you need to include, revise, and/or update?
 - Are there additional laws, mandates, and regulations that should be incorporated?
 - How readable and user friendly is the plan?
2. Add action items to the worksheet, as needed.

Use your instructors and the content guide as resources!



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Visual 4.41
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This plan review session will enable you to work on revising and enhancing your school EOP.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

Instructions: Working in your school team or individually. . .

1. Review your school EOP. Using the CPG 101 Basic Plan Content Guide provided on the following pages and the sample plan, if provided, address the following questions:
 - What information do you need to include, revise, and/or update in your basic plan?
 - Are there additional laws, mandates, and regulations in your community that should be incorporated into the plan?
 - How readable and user-friendly is your plan?
2. Identify what needs to be included in your plan.
3. Update your school EOP or make notes on the Action Item Worksheet.

Unit 4. Developing the School Emergency Operations Plan

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

The basic plan provides an overview of the school's incident management program and its ability to prepare for, respond to, and recover from incidents/disasters/emergencies.

Promulgation Document/Signature Page

This component is a signed statement formally recognizing and adopting the plan as the school's all-hazards EOP.

- Include a Promulgation Statement signed by the school or district's senior elected or appointed official(s). (**Note:** This statement must be updated each time a new senior elected or appointed official takes office.)

Approval and Implementation

The approval and implementation page introduces the plan, outlines its applicability, and indicates that it supersedes all previous plans.

- Include a delegation of authority for specific modifications that can be made to the plan and by whom they can be made WITHOUT the senior official's signature.
- Include a date and ensure that the page is signed by the senior official(s) (e.g., school board president and members; school principal, nurse, and social worker; and the community fire chief, police chief, and emergency manager).

Record of Changes

The record of changes is usually a table that (at a minimum) has fields that show a change number, the date of the change, and the name of the person who made the change. Other relevant information could be considered.

Record of Distribution

The record of distribution is usually a table with fields that indicate the title and the name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered.

Table of Contents

This item outlines the plan's format, key sections, attachments, charts, etc. and lists the major sections/chapters and/or key elements within the EOP.

Purpose, Scope, Situation Overview, Assumptions

This section explains the plan's intent, whom it involves, and why it was developed.

Purpose

Describe the purpose for developing and maintaining an EOP (e.g., coordinate local agency SOPs, define incident-specific procedures, outline roles and limitations).

Scope

Describe at what times or under what conditions this plan would be activated (e.g., major county disaster versus minor local emergency; major statewide disaster; terrorist attack within the local community, county, or State).

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Purpose, Scope, Situation Overview, Assumptions (Continued)

Situation Overview

This section provides a brief overview of the steps taken by the school to prepare for disasters.

Hazard and Threat Analysis Summary

This section summarizes the major findings identified from a completed hazard and threat analysis of each hazard likely to affect the school. **Note:** The hazard and threat analysis information can be presented as a tab to the EOP or maintained as a part of the school's mitigation plan. In either case, this section needs to provide an overview of the analysis process and its results and then refer to the tab or the mitigation plan.

- Summarize/identify the hazards that pose a unique risk to the school and would result in the need to activate this plan (e.g., threatened or actual natural disasters, technological incidents, acts of terrorism, or other human-caused emergencies).
- Summarize/identify the probable high-risk areas (population, infrastructure, and environmental) that are likely to be affected by the defined hazards (e.g., facilities for students with access and functional needs, types/numbers of school facilities in floodplains or near chemical facilities).
- Summarize/identify the likelihood that the defined hazards have occurred and will continue to occur within the school or community (e.g., historical frequency, probable future risk, national security threat assessments).
- Describe how the intelligence from threat analysis via State/local fusion centers, joint terrorism task forces, national intelligence organizations, etc., has been incorporated into the school's hazard and threat analysis.
- Describe how critical infrastructure/key resource protection activities have been incorporated into the vulnerability and impact analysis.
- Describe how agricultural; food supply; cyber security; chemical, biological, radiological, nuclear, and high-yield explosive (CBRNE) events; and pandemics (those located/originating in the school or community, as well as a nonlocal, nationwide, or global event) have been assessed and incorporated.
- Describe the assumptions made and the methods used to complete the school's hazard and threat analysis, including what tools or methodologies were used to complete the analysis (e.g., a State's hazard analysis and risk assessment manual, mitigation plan guidance, vulnerability assessment criteria, consequence analysis criteria).
- Include maps that show the high-risk areas that are likely to be affected by the identified hazards (e.g., school facilities within defined floodplains, earthquake fault zones, vulnerable zones for hazardous materials facilities/routes, or ingestion zones for nuclear powerplants).
- Describe/identify the hazards that could originate in a neighboring jurisdiction and could create hazardous conditions in the school (e.g., watershed runoff, chemical incident, riot/terrorist act).
- Describe/identify the unique time variables that may influence the hazard and threat analysis and preplanning for the emergency (e.g., planned or seasonal school events, how quickly the event occurs, the time of day that the event occurs).

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Purpose, Scope, Situation, Assumptions (Continued)

Capability Assessment

Describe the process used by the school to determine its capabilities and limits in order to prepare for and respond to the defined hazards. **Note:** The school may wish to address this topic as part of the hazard-specific annexes. This decision would allow the school to address the unique readiness issues and limitations for each specific hazard. In this case, this section should provide an overview of the school's abilities and then refer the reader to the hazard-specific annexes for more detailed information.

- Summarize the school's prevention, protection, mitigation, response, and recovery capabilities involving the defined hazards.
- Describe the school's limitations on the basis of training, equipment, or personnel.

Mitigation Overview

This section covers the actions taken in advance to minimize the impact that is likely to result from an emergency, including short- and long-term strategies. **Note:** Specific mitigation plans/guidance documents may be available from State emergency management agencies, the Federal Emergency Management Agency (FEMA), or the Department of Homeland Security (DHS).

- Provide a brief overview of the mitigation programs used locally to reduce the chance that a defined hazard will affect the school (e.g., move school facilities out of floodplain, install surveillance cameras), including short- and long-term strategies.
- Identify potential prevention, protection, and mitigation strategies for high-risk targets.
- Describe the procedures used to develop school-specific protection plans, including critical infrastructure systems and facilities, transportation security, food chain, food and medical production/supply, and cyber security.
- Describe the procedures used to educate and involve the public in the mitigation programs (e.g., public education programs, school fundraisers for mitigation activities).
- Describe the process and agencies used to develop mitigation plans and how these are coordinated with local, State, tribal, and Federal agencies/plans.

Assumptions

This section identifies what the planning team assumes to be facts for planning purposes in order to make it possible to execute the EOP.

Concept of Operations

This section explains in broad terms the intent of an operation. This section is designed to give an overall picture of how the school will realize the goals and objectives of executing the plan. This may include direction and control, alert and warning, and continuity matters that may be dealt with more fully in annexes.

- Describe who has the authority to activate the plan (e.g., emergency management agency office, chief elected official, State official, fire/police chief).
- Describe the process, templates, and individuals involved in issuing a declaration of emergency for a given hazard and how the declaration will be coordinated with neighboring jurisdictions and the State.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Concept of Operations (Continued)

- Describe how legal questions/issues are resolved as a result of preparedness, response, or recovery actions, including what liability protection is available to responders.
- Describe the process by which the emergency management agency office coordinates with the school.
- Describe how plans take into account the essential needs of children.
- Describe how plans take into account the physical, programmatic, and communications needs of individuals with disabilities and others with access and functional needs.
- Describe how plans take into account the essential needs of service animals.
- Identify other response/support agency plans that directly support the implementation of this plan (e.g., school district plans, hospital plans, facility plans).

Organization and Assignment of Responsibilities

This section provides an overview of the key functions and procedures that the school will accomplish during an emergency, including the roles that local, State, tribal, Federal, and private agencies will take to support school operations.

- Identify/outline the responsibilities assigned to each organization that has a mission assignment defined in the plan, including (but not limited to) the following:
 - Local senior elected or appointed officials (e.g., school board president, school principal).
 - Local departments and agencies (e.g., fire, law enforcement, emergency medical services (EMS), health, emergency management agency).
 - State agencies most often and/or likely to be used to support school operations (e.g., State Department of Transportation, State Police/Highway Patrol, Department of Natural Resources, Environmental Protection/Quality, Emergency Management, Homeland Security, Department of Health/Public Health, and National Guard).
 - Regional organizations or groups most often and/or likely to be used to support school operations.
 - Federal agencies most often and/or likely to be used to support school operations (e.g., FEMA, U.S. Coast Guard, Department of Justice, Federal Bureau of Investigation, Federal Aviation Administration, National Safety Transportation Board, Department of Defense, Department of Transportation).
 - Government-sponsored volunteer resources (e.g., Community Emergency Response Teams (CERTs), Medical Reserve Corps, Volunteers in Police Service or Auxiliary Police).
 - Private and voluntary organizations (e.g., American Red Cross, Salvation Army, faith-based groups, Voluntary Organizations Active in Disaster, Chamber of Commerce, Community Action Commission, private sector support).
- Describe how prevention roles and responsibilities will be addressed, including linkages with fusion centers where applicable.
- Describe how roles and responsibilities will be determined for unaffiliated volunteers and how to incorporate these individuals into the emergency operation.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Organization and Assignment of Responsibilities (Continued)

- Describe/identify what mutual aid and assistance agreements are in place for the quick activation and sharing of resources during an emergency. Examples of agreements that may exist include the following:
 - Agreements between response groups (e.g., fire and police, emergency medical/ambulance).
 - Agreements for additional resources/assistance between neighboring jurisdictions' response forces (e.g., fire, police, EMS).
 - Agreements for providing and receiving additional resources through the Emergency Management Assistance Compact.
 - Agreements for alert and notification and dissemination of emergency public information.
 - Resource agreements (e.g., outside assistance, personnel, equipment).
 - Agreements between medical facilities inside and outside the jurisdiction (e.g., using facilities, accepting patients).
 - Evacuation agreements (e.g., use of buildings, restaurants, homes as shelters/lodging, relocation centers; transportation support), including agreements between jurisdictions for the acceptance of evacuees.
- Describe how the jurisdiction maintains a current list of available National Incident Management System (NIMS) Typed Resources and Credentialed Personnel.
- Describe how all tasked organizations maintain current notification rosters, standard operating procedures, and checklists to carry out their assigned tasks.
- Provide a matrix that summarizes which tasked organizations have the primary lead versus a secondary support role for each defined response function.
- Describe the school's policies regarding public safety enforcement actions required to maintain the public order during a crisis response, including teams of enforcement officers needed to handle persons who are disrupting the public order, violating laws, requiring quarantine, etc.

Direction, Control, and Coordination

This section describes the framework for all direction, control, and coordination activities.

- Identify who has tactical and operational control of response assets.
- Discuss multijurisdictional coordination systems and processes used during an emergency.

Information Collection and Dissemination

This section describes the required critical or essential information common to all operations identified during the planning process.

- Identify intelligence position (e.g., fusion center liaison) requirements for the emergency operations center's planning section.
- Describe plans for coordination between the planning section and the fusion center.
- Describe information dissemination methods (e.g., verbal, electronic, graphics) and protocols.
- Describe critical information needs and collection priorities.
- Describe long-term information collection and dissemination strategies.
- Describe collaboration with the general public, to include sector-specific watch programs.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Communications

This section describes the communication and coordination protocols used between response organizations during an incident.

- Describe the framework for delivering communications support and how the school's communications integrate into the regional or national disaster communications network.
- Identify and summarize separate interoperable communications plans.

Administration, Finance, and Logistics

Administration

This section describes administrative protocols used during an emergency operation.

Documentation is an administrative process used by the school to document the response to and recovery from a disaster. **Note:** This information can also be discussed for each emergency response function or for the specific hazards.

- Describe the process and agencies used to document the actions taken during and after the emergency (e.g., incident and damage assessment, incident command logs, cost recovery).
- Describe/summarize the reasons for documenting the actions taken during both the response and recovery phases of the disaster (e.g., create historical records, recover costs, address insurance needs, develop mitigation strategies).
- Include copies of the reports that are required (e.g., cost recovery, damage assessment, incident critique, historical record).
- Describe the agencies and procedures used to create a permanent historical record of the event (after-action report) and include information identifying the actions taken, resources expended, economic and human impacts, and lessons learned as a result of the disaster.

The **after-action report** results from an administrative process are used to review and discuss the response in order to identify strengths and weaknesses in the emergency management and response program. The after-action report should:

- Describe the reasons and need to conduct an after-action report (e.g., review actions taken, identify equipment shortcomings, improve operational readiness, highlight strengths/initiatives).
- Describe the methods and agencies used to organize and conduct a review of the disaster, including how recommendations are documented to improve school readiness (e.g., change plans/procedures, acquire new or replace outdated resources, retrain personnel).
- Describe the links and connections between the processes used to critique the response to an emergency/disaster and the processes used to document recommendations for the school's exercise program.
- Describe how the school ensures that the deficiencies and recommendations identified in the after-action report are corrected/completed.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Administration, Finance, and Logistics (Continued)

Finance

This section describes finance protocols used to recover the costs incurred during an emergency operation.

- Describe/identify the various programs that allow the school to recover costs (e.g., Small Business Administration, FEMA Public Assistance Program).
- Identify and describe the actions that will be taken to document the costs incurred during response and recovery operations (e.g., personnel overtime, equipment used/expended, contracts initiated).
- Describe the methods used to educate school officials about the cost recovery process.
- Describe the impact and role that insurance has in recovering costs (e.g., insurance policies, participation in the National Flood Insurance Program).

Logistics

This section describes the logistics and resource management mechanisms used to identify and acquire resources in advance of and during an emergency operation, especially to overcome gaps possibly identified in a capability assessment.

- Describe/identify the methods and agencies involved in using the existing hazard analysis to identify what resources are needed for a response to a defined hazard, including using past incident critiques to identify/procure additional resources.
- Describe/identify the steps taken to overcome the school's identified resource shortfalls, including identifying the resources that are only available outside the school (e.g., hazardous materials, water rescue, search and rescue teams) and the process to request those resources.
- Provide a brief summary statement about specialized equipment, facilities, personnel, and emergency response organizations currently available to respond to the defined hazards. **Note:** A tab to the plan or a separate resource manual should be used to list the types of resources available, amounts on hand, locations maintained, and any restrictions on use.
- Provide information about specialized equipment, facilities, personnel, and emergency response organizations currently available to support children, individuals with disabilities, and others with access and functional needs.
- Describe the process used to identify private agencies/contractors that will support resource management issues (e.g., waste haulers, spill contractors, landfill operators).
- Identify existing memorandums of agreement /memorandums of understanding and contingency contracts with these organizations.

ACTIVITY: PLAN REVIEW SESSION

Visual 4.41 (Continued)

CPG 101 Basic Plan Content Guide

Plan Development and Maintenance

This section describes the process used to regularly review and update the EOP.

- Describe how this plan was coordinated with school district, community, and State/tribal EOPs.
- Describe the process used to review and revise the plan each year or more often, if changes in the school warrant (e.g., changes in administration or procedures, newly added resources/training, revised phone contacts or numbers).
- Describe the responsibility of each organization/agency (governmental and nongovernmental) to review and submit changes to its respective portion(s) of the plan.
- Identify/summarize to whom the plan is distributed. Include a plan distribution list. **Note:** This list can be included as a tab to the plan.
- Describe/identify how or where the plan is made available to the public.
- Summarize the process used to submit the plan for review, coordination, and/or evaluation.
- Provide for a regular cycle of training, exercising, evaluating, reviewing, and updating of the EOP.
- Include a page to document when the changes are received and entered into the plan.

Authorities and References

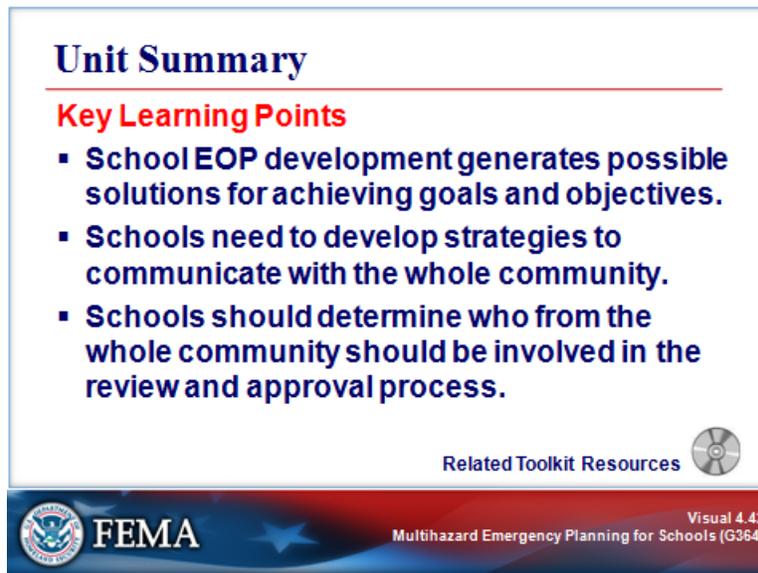
This section provides the legal basis for emergency operations and activities.

- Identify/describe the local, State, and Federal laws that specifically apply to the development and implementation of this plan, including (but not limited to) the following:
 - Local and regional ordinances and statutes.
 - State laws or revised code sections that apply to emergency management and homeland security.
 - State administrative code sections that define roles, responsibilities, and operational procedures.
 - State Attorney General Opinions.
 - Federal laws, regulations, and standards (e.g., Stafford Act, FEMA Policy, Patriot Act, Americans with Disabilities Act, FERPA, HIPAA).
- Identify/describe the reference manuals used to develop the plan and/or help prepare for and respond to disasters or emergencies, including (but not limited to) the following:
 - General planning tools.
 - Technical references.
 - Computer software.
- Identify/define the words, phrases, acronyms, and abbreviations that have special meanings with regard to emergency management and are used repeatedly in the plan.

Source: Adapted from Comprehensive Preparedness Guide 101 Version 2.0, November 2010, Appendix C

UNIT SUMMARY

Visual 4.42

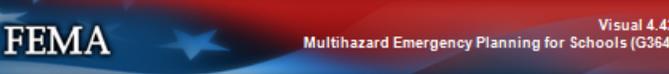


Unit Summary

Key Learning Points

- School EOP development generates possible solutions for achieving goals and objectives.
- Schools need to develop strategies to communicate with the whole community.
- Schools should determine who from the whole community should be involved in the review and approval process.

Related Toolkit Resources 

 **FEMA** 

Visual 4.42
Multihazard Emergency Planning for Schools (G364)

Key Points

In this unit, the following key points were presented:

- Plan development generates possible solutions for achieving goals and objectives.
- Schools need to develop strategies to communicate with the whole community.
- Schools should determine who from the whole community—e.g., local government officials, law enforcement, fire, and emergency managers—should be involved in the review and approval process.



Useful toolkit resources related to this unit include:

- **Course Materials and Resources** section:
 - A copy of the Comprehensive Preparedness Guide (CPG) 101
 - A copy of Guide for Developing High-Quality School Emergency Operations Plans
- **Getting Ready for Planning** section:
 - Staff Skill Survey and Inventory
- **Sharing Information** section:
 - Sample Statements to the Media

If time permits, review these toolkit resources at this time.

In Unit 5, you will review procedures and functional annexes.

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